Increasing On-Task Behavior Through the Development of Classroom Social Skills

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ABSTRACT

In recent years teachers within the classroom have experienced an increase in the off-task behaviors of students. The purpose of this action research project was to increase on-task behavior through development of classroom social skills. The causes may be a lack of social skills, outside influences, presentation of materials, students not developmentally ready, students being asked to work beyond their ability and students are uncertain of rules and procedures. The study was conducted at two sites, which included a kindergarten class at one site, and a second grade class and an elementary resource room at the second site. The study was conducted for thirteen weeks in an effort to teach classroom social skills. The interventions used were direct instruction lessons on classroom social skills for instructional time and independent work time. The teacher researchers modeled the social skill in the lesson. The students were asked to complete role playing exercises to practice the skills. The teacher researchers introduced and continued to use verbal positive reinforcement throughout the study when students were using appropriate classroom social skills and demonstrating on-task behavior. Data were collected through three tools. The teachers completed an observation checklist. The students were given a listening assessment and a reflective survey.

In reviewing the data collected from the Teacher Observation Checklist all of the observed behaviors showed no change or a minimal increase in the frequency of the behavior during the observation time. Teaching classroom social skills had a minimal affect on the on-task behavior of the students in the targeted classrooms. There was a 29% increase in the number of times students used a low voice. The Student Survey data indicated mixed results. At site A in Teacher Researcher A's classroom the majority of the results stayed the same or decreased when compared with pre-intervention data. At site B in Teacher Researcher B's classroom the results indicated an increase in positive behaviors observed by the students. An increase indicated that students felt that they themselves, as well as their classmates, are on-task more frequently. At site B in Teacher Researcher C's classroom the results show little change between pre-intervention data and post-intervention data.

The teacher researchers would recommend placing the observation time during an independent working time instead of instructional time. There would be less interference in the lesson and the teacher could focus solely on the observation. The teacher researchers believe that the students were not developmentally ready to complete a reflective task such as the Student Survey. The length of the survey and the subtle differences between questions may have been challenging for the students that had not been exposed to this type of activity before. Teaching classroom social skills is an important part of increasing on-task behavior in the classroom.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXTS

General Statement of the Problem

Students need to pay attention during classroom instruction by following good listener rules to increase learning. The students exhibit many off-task behaviors which interfere with learning. We have observed students not listening to directions, talking to others, interrupting the teacher and others, not following directions, frequently being out of their seat, and not respecting other people's space. Much of our instructional time is lost throughout the day and spent on redirecting students back to their work. We often find it necessary to repeat directions several times before students begin to work. We implemented teaching strategies to improve student's classroom social skills which increase their on-task behavior.

Immediate Context of the Problem

This action research project was conducted by three teacher researchers at two different sites. Site A is a suburban parochial elementary school where Teacher Researcher A teaches kindergarten. Site B is a suburban elementary school where teacher researcher B teaches second grade and teacher researcher C teaches in the elementary resource classroom.

Site A

Site A is a suburban parochial elementary school with grades preschool through eight. According to data collected from the school office there are a total of 468 students enrolled for 2007-2008 school year. The male to female student ratio is nearly even at 235 males to 233 females. The school does not have an ESL program at this time. The student population is 88.9 Caucasian, 4.9 percent Asian, 1.5 percent Black, 1.5 percent Hispanic, and 3.2 percent multi-racial.

There are two homerooms in each grade, kindergarten through seventh grade. Eighth grade has three homerooms, one homeroom for three-year-old preschoolers, and one homeroom for four-year-old preschoolers. There are 31 teachers and 3 preschool aides at Site A and the student to teacher ratio is 16:1. The average class size is 22 students per homeroom. There are 3 male teachers and 28 female teachers. There are two special services teachers, who meet the needs of students with IEPs and other needs. The faculty has an average of 20 years teaching experience. The school has one gym teacher, one music teacher, one librarian, one Spanish teacher (fifth through eighth grades), and two computer teachers.

The school incorporates the curriculums developed by the archdiocese. Currently the archdiocese has implemented a religion, language arts/reading, math, science, and social studies curricula. The school does not participate in the ISAT, PSAE, or ACT, but the students in third through seventh grade do take the Terra Nova tests.

Table 1

TERRA NOVA TEST RESULTS FOR 2006-2007

Site A

Median National Percentile achieved by Grade

GRADE	# OF STUDENTS	READING	LANGUAGE	MATH	TOTAL SCORES	SCIENCE	SOCIAL STUDIES
3rd grade	51	82	88	87	87	84	88
4th grade	53	82	82	80	83	88	87
5th grade	51	88	89	91	90	90	86
6th grade	53	79	83	86	84	82	85
7th grade	57	85	92	91	91	81	83

Source: School A website

There is one principal and two vice principals at Site A. One vice principal is in charge of preschool through fourth grade, while the other vice principal is in charge of fifth grade through eighth. The vice principals are also classroom teachers and spend most of the day in the classroom teaching.

The school has been serving families since 1855. The building has undergone many expansions and renovations throughout its existence. The most recent construction project completed in fall of 2001 and added a lunch room and four classrooms. All of the classrooms are connected to the internet as well as the school network. There is at least one computer in each classroom connected to the internet, as well as a two computer labs which are all connected to the internet as well.

Teacher Researcher A Perspective

I believed that the research intervention would be successful because there is a great amount of parental and administrative support. The administration is very supportive of new innovations and modifications. My administrator encourages all of the staff to implement strategies that are current and research-based. The parents are very involved in their child's education and want to be assured that their child is being taught using best practices. The smaller class sizes, average of 22 students per class, allow for more contact between teachers and students. The increased teacher contact allowed me to more closely monitor the progress of the intervention and make adjustments as deemed necessary.

Site B

Site B is a suburban elementary school servicing second grade through fourth grade students in the district. Unless otherwise noted, the information in this section was retrieved from the State School Report Card, 2007. Site B has a total enrollment of 529 students, with the

district enrollment of 1,378. Table 1 below identifies the ethnic backgrounds of the student body at Site B. As seen in this table, the majority of the student body at Site B consisted of Caucasian students.

Table 2

Racial/Ethnic Background by Percentage

	Caucasian	Hispanic	Asian	African American	Native American
School	70.9	11.5	7.9	2.5	0.6
District	70.0	12.8	8.6	3.6	0.4

Source: 2007 School Report Card

The low-income rates at Site B were 4.9% compared to 6.0% for the district. At Site B the students identified with Limited English Proficiency were 7.6 % and the district level was 5.7%. There are 248 female students and 253 male students in the school. The mobility rate at Site B was 16.7% compared to 14.6% for the district. Site B had an attendance rate of 93.7% and while the district had 94.3%.

The number of full-time teachers at Site B was not reported on the 2007 school report card. However, according to data collected from the district office, there were 21.5 full-time teachers in 2008. Females make up 100% of the staff. The average teaching experience is 7.6 years for the district, with an average salary of $46,459. Teachers with bachelor's degrees make up 57.0% of the district while those with a master's degree or above make up 43.0%. The district student-teacher ratio is 20.7:1 and the student-administrator ratio is 229.7:1. The average class size in second grade was 26.3, third grade was 24, and fourth grade was 22 in 2008.

The core subjects taught in grade 2 through 4 consist of mathematics, science, language arts, and social science. Teachers at Site B use the State Learning Standards to guide the

curriculum at each grade level. The school takes part in an annual grade level standardized test developed by the Scholastic Testing Service, Inc. Table 2 below shows the breakdown on performance scores by grade level. The benchmark score for each grade level is: the grade level plus .8 (which indicates the month, April, of the school year when the test was administered). Thus, the benchmark score for second grade would be 2.8, third grade 3.8, and fourth grade 4.8.

Table 3

Benchmark Scores: Grades 2-4

	Language	Math	Science	Social Science
Grade 2	3.1	3.1	3.0	3.1
Grade 3	4.1	4.3	3.9	4.1
Grade 4	5.4	5.8	5.5	5.4

Source: Site B District Office

Site B has one superintendent who oversees three schools. Serving under the superintendent were two principals and one vice principal. Site B was administered by the vice principal. Administrative support consists of two secretaries and one custodian. Academic support includes one special education coordinator, three special education teachers, one Cross Categorical Instructional Program (CCIP) teacher, two Regular Education Initiative (REI) teachers, one reading specialist, one English Language Learner (ELL) teacher, and one speech therapist. Special Education District of Lake County (SEDOL) employees includes one occupational therapist, one hearing itinerant, two social workers, and one psychologist. General education teachers include nine second grade teachers, seven third grade teachers, and seven fourth grade teachers. Site B employs one special teacher for the following subject areas: computers, physical education, art, music, and two librarians.

Site B is unique due to a large nature center that is on school grounds. This nature center is an educational tool in that it is used to teach students about plant growth and animal habitats. Each classroom is assigned a garden area to observe and maintain throughout the school year.

Site B is located at the intersection of two rural streets on a large area of grassland purchased by the district many years ago. Construction of the new middle school was completed in January 2007 resulting in a beautiful, large campus that encompasses all three of the schools located in our district (one primary building, one elementary building, and one middle school building). Our building is a single story brick structure (with the exception of the two-story middle school) that houses over 1,370 students (K-8). The targeted site welcomes students and families into a large spacious office which includes a principal's office, work room, and nurse's station. The building is broken up by grade level pods where all grade level classrooms are clustered together and share a large common area where classes are invited to work with one another. We have a well-stocked library, computer lab, a cafeteria with kitchen, conference room, teacher's lounge, music room, and art room enclosed by a floor to ceiling glass wall.

Teacher Researchers B and C Perspective

We believe that there are many factors contributing to the varied abilities in the classroom. Site B is located in an area that has two different socioeconomic backgrounds. We feel that one particular area of the district may be less affluent which in turn leads to parents working more. The more affluent areas tend to have one parent at home who is able to partake in their child's education both at home and school. Along with socioeconomic status, each student's educational background is different. The district does not offer regular education preschool classes to prepare the students for kindergarten. When students enter kindergarten varied ability is already prevalent and the gaps are difficult to close throughout their years of education. The

state has not mandated kindergarten. Thus, students can enter first grade with no prior school experience.

The teacher researchers at Site B are dealing with a student to teacher ratio of 28:1 within their classrooms. This situation makes it difficult to give individual attention to students to help with understanding concepts, following teacher directions correctly and attending to classroom instruction.

The teacher researchers at Site B also experience many interruptions throughout the day that suspend the flow of educational lessons. With students receiving special services including special education, English Language Learning (ELL) instruction, social work, speech/language, and reading specialist support.

Local Context of the Problem

For the demographics of the region in which the teacher researchers are employed, statistics used throughout this paper will be from the common county in which Site A and B are located. The county is very diverse in economic terms and will mirror the diverse communities that the two sites serve. Site A is varied in economic terms but is much more affluent in general compared to Site B. Together, these sites provide a diverse spectrum which is very representative of the entire county ranging from low-income to extremely high-income families. Site A is located in the southern region of the county. Site B is located in the northwestern region of the county and growing rapidly. The suburbs are pushing outwards every year and Site B is on the cusp of new development. Site A has already gone through rapid growth and suburbanization because it is closer to the major city.

According to the 2006 United States Census Bureau, the total population of the county in which Sites A and B serve was 713,076 and is growing at a rate of 1.17% every year. The

median household income was $75,170 and 4.0% of the population's families are below the poverty level. As can be seen from the age distributions found in Table 4, a majority (72.2%, n = 515,016) of residents are between the ages of 18 and 65.

Table 4

Age Distributions of County by percentage

Persons under five years	Persons between 5 and 18	Persons between 18 and 65	Persons 65 and older
7.2	11.6	72.2	9.0

Ethnicity distributions are found in Table 5 showing an overwhelming percentage of Caucasian residents with a sizeable Hispanic and Latino population.

Table 5

Ethnic Distributions of County by percentage

Caucasian	Hispanic or Latino	African American	Other	Asian	Two or more races	American Indian and Alaska Native	Native Hawaiian and other Pacific Islander
80.3	18.7	6.5	5.5	5.7	1.8	0.1	0.0

Of the population age 25 or older, 87.7% hold a high school degree or higher, while 40.6% of the county's population hold a bachelor's degree or higher.

In the average household of this county, there are 2.98 people. The employment rate is 71.6%. Table 6 shows the diverse workforce of the county aged 16 years or older. This data shows that the majority (41.7%) of people in this age group have a management, professional, or related position.

Table 6

Types of Employment Within the County by percentage

Management, professional, and related occupations	Sales and office occupations	Service occupations	Production, transportation, and material moving occupations	Construction, extraction, maintenance and repair occupations
41.7	28.0	13.3	9.4	7.4

The county began as a trading and farming community but was transformed with the installation of major roadways and railroads (Encyclopedia of City, 2005). Today, the county is a mixture of progressing urban areas and scenic rural communities. The county has numerous places of interest. Recreational activities include numerous state parks, a super-regional shopping mall, and a major amusement park which includes a large water park. Two professional sports teams have their practice facilities located in this county. Improvements in this county include preservation, expansion, and modernization projects of bike paths, roadways, and railroads (County Local Government n.d., *Quick facts about County: Five year highway improvement plan).*

Site A

Site A is located within an archdiocese which encompasses two counties. There is one superintendent in charge of all of the schools within the archdiocese. In the archdiocese there are 257 elementary and secondary schools, 217 elementary and 39 secondary. There are 224 elementary principals and 73 secondary administrators. The mission of the archdiocese is:

> Catholic schools exist primarily to evangelize and to educate students for the Church's mission in the world. All are welcomed who seek to live by values in harmony with the

> Gospel and its preferential option for the economically poor and neglected. Catholic schools provide students an opportunity for educational excellence in the Catholic intellectual tradition. Catholic faith-learning communities commit to help each student develop his or her potential for living consciously, acting responsibly, forming healthy relationships, and serving as leaders for the common good. The Catholic school communities act as faithful stewards to make schools vital**,** affordable, and accessible across the Archdiocese. (Office of Catholic Schools Report 2007, website)

The schools in the archdiocese are not supported by the taxes or referendums, but they are supported by tuition, fundraising, parishes, archdiocese and endowments. In the 2005-2006 school year the elementary schools had a revenue total of $283,701,630 and the endowment fund provided $25,832,531 for 73,291 students. In the 2005-2006 school year the secondary schools had a revenue total of $282,973,319 and the endowments provided $139,979,794 for 28,603 students. These numbers were all obtained from the Office of Catholic Schools Report 2007 website.

Teacher Researcher A Perspective

The teacher researcher at Site A has found that there is a wide range of household income and number of two parent-working families. This wide range allows for some children to receive many awards (i.e. toys, candy, computer games, etc.) for their achievement while other children do not receive any rewards. The students, who receive rewards more frequently, look for the rewards in the classroom setting, which creates more extrinsically motivated students and poses a challenge for classroom teachers looking to develop more intrinsically motivated students. The more extrinsically motivated students frequently talk about the rewards they have received, creating an atmosphere of competition and “haves” and “have-nots.”

Site B

At Site B, the district's middle school, including three other middle schools in the area, feed into one high school. The district's mission statement at Site B is "…to foster excellence in education so that its students will be able to reach their full potential and enhance their quality of life in an ever-changing society" (Site B School District, n.d., paragraph 2). Site B district has one primary building (early childhood through kindergarten), one elementary building (second through fourth), and one middle school building (fifth through eighth) all located at a central campus. The district is overseen by one superintendent. The local property taxes are 67.7% of the schools revenue. The 2004 total school tax rate per $100 dollars was 2.52. The 2005-2006 instructional expenditure per pupil was $3,654. The operating expenditure per pupil was $7,103 (State Board of Education, n.d., *2007 School report card*). Each building is equipped with a computer laboratory that includes 30 computers. One computer is also provided for each classroom with Internet access.

In spring 2006, fall 2006, and spring 2007 referendums for increased funding for the district Site B is located in, have all failed. The effects of these failed referendums have caused fine arts programs to be eliminated, computer instruction time to be reduced, class sizes to increase, and the reduction or elimination of prizes and extrinsic rewards. The teacher researchers at Site B have observed an increase in off-task behavior, which they believe is related to the effects of the failure of the referendums due to the reduction or elimination of different learning experiences.

National Context of the Problem

Today teachers find it difficult to keep students focused on a task. Often much of a teacher's day is occupied with redirecting students back to their work and disciplinary measures. Williams and Oh (2000), found that "students stay on task no more than twenty percent of the time and patterns of work tend to be disjointed" (p.15). Teachers have found that students who stay focused on a task can improve their achievement. On task behavior has a strong correlation with academic performance (Williams & Oh, 2000). Students that stay focused during a lesson by listening actively, following directions, and not interrupting achieve more. A study conducted by Roy (1998) concluded by stating "a teacher cannot gain achievement unless they have the students attention" (p.25).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In the targeted kindergarten class at Site A and the targeted second grade class and third grade resource room at Site B evidence of on-task behavior was collected using three instruments. The first instrument developed by the researchers for the purpose of this study was a Teacher Observation Checklist (see Appendix A). The checklist was used in the teacher researchers' classrooms for the purpose of recording the frequency of on-task behaviors. The teacher researchers observed different small groups of students (5-6) each day during a one-week period. Observations were done in the morning for a 30-minute time period. The teacher researchers recorded tally marks on the checklist for each behavior observed every two minutes.

Figure 1. Results from Teacher Observation Checklist

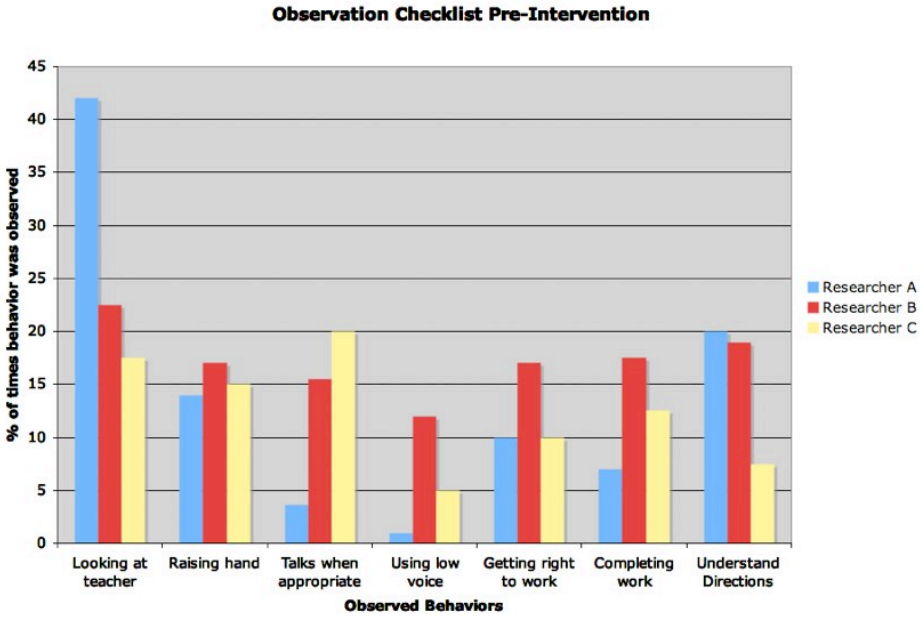


Figure 1 shows that Teacher Researcher A observed her students looking at her 42% of the time she was conducting the observation. Teacher Researcher B observed her students

looking at her 22.5% of the time the students were observed and Teacher Researcher C observed the students looking at her 17.5 % of the time the students were observed.

The students in Teacher Researcher A's class were observed raising their hands 14% of the time. The students in Teacher Researcher B's class were observed raising their hands 17 % of the time and the students in Teacher Researcher C's class were observed raising their hands 15 % of the time.

Figure 1 also shows that Teacher Researcher A observed the students talking when appropriately 3.6 % of the time the students were observed. Teacher Researcher B observed the students talking appropriately 15.5 % of the time the students were observed and Teacher Researcher C observed the students talking appropriately 20 % of the time they were observed.

The students in Teacher Researcher A's class were observed using a low voice 1 % of the time they were observed. The students in Teacher Researcher B's class were observed using a low voice 12 % of the time they were observed. While the students in Teacher Researcher C's class were observed using a low voice 5 % of the time they were observed.

Teacher Researcher A and Teacher Researcher C observed the students in their classes getting right to work 10 % of the time they were observed. Teacher Researcher B observed the students in her class getting right to work 17 % of the time they were observed.

The students in Teacher Researcher A's class were observed completing their work 7 % of the time. Students in Teacher Researcher B's class were observed completing their work 17.5 % of the time. The students in Teacher Researcher C's class were observed completing their work 12.5 % of the time.

Teacher Researcher A observed the students in her class understanding the directions 20 % of the time they were observed. Teacher Researcher B observed the students in her class

understanding the directions 19 % of the time they were observed. Teacher Researcher C observed her students understanding the directions 7.5 % of the time.

Another teacher researcher-developed instrument used for gathering data was the Student Survey (see Appendix B). In this survey students were asked to rate themselves and their peers on appropriate classroom skills. Surveys were distributed to each student in the class. Teacher researchers read aloud each statement on the survey and allowed time for students to circle their response.

Table 7

Results from Question 1 from Student Survey

1) I look at the teacher when she is talking	**Researcher A % N=18**	**Researcher B % N=20**	**Researcher C% N=4**
Always	88.8%	50%	75%
Most of the time	11.2%	40%	0%
Sometimes	0%	5%	25%
Never	0%	0%	0%
Not Answered	0%	5%	0%

Table 7 shows that 100% of the students in Teacher Researcher A's classroom responded that they always or most of the time look at the teacher when she is talking. 90% of the students in Teacher Researcher B's classroom responded that they always or most of the time look at the teacher while she is talking. Seventy-five percent of the students in Teacher Researcher C's classroom responded that they always look at the teacher when she is talking.

Table 8

Results from Question 2 from Student Survey

2) I raise my hand to talk during class	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	94.4%	50%	100%
Most of the time	5.6%	40%	0%
Sometimes	0%	5%	0%
Never	0%	0%	0%
Not Answered	0%	5%	0%

Table 8 shows that 100% of the students in Teacher Researcher A's classroom responded that they always or most of the time raise their hand to talk during class. Ninety percent of the students in Teacher Researcher B's classroom responded that they always or most of the time raise their hand to talk during class. One hundred percent of the students in Teacher Researcher C's classroom responded that they always raise their hand to talk during class.

Table 9

Results from Question 3 from Student Survey

3) I wait my turn when someone is talking	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	88.8%	70%	75%
Most of the time	5.6%	5%	25%
Sometimes	0%	15%	0%
Never	0%	5%	0%
Not Answered	5.6%	5%	0%

Table 9 shows that 94.4% of the students in Teacher Researcher A's classroom responded that they always or most of the time wait their turn when someone is talking. Seventy-five percent of the students in Teacher Researcher B's classroom responded that they always or most of the time wait their turn when someone is talking. One hundred percent of the students in Teacher Researcher C's classroom responded that they always or most of the time wait their turn when someone is talking.

Table 10

Results from Question 4 from Student Survey

4) I use a quiet voice when working in the classroom	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	94.4%	40%	50%
Most of the time	0%	20%	25%
Sometimes	5.6%	30%	25%
Never	0%	0%	0%
Not Answered	0%	10%	0%

Table 10 shows that 94.4% of the students in Teacher Researcher A's classroom responded that they always use a quiet voice when working in the classroom. Only 60% of the students in Teacher Researcher B's classroom responded that they always or most of the time use a quiet voice when working in the classroom. Seventy-five percent of the students in Teacher Researcher C's classroom responded that they always or most of the time use a quiet voice when working in the classroom.

Table 11

Results from Question 5 from Student Survey

5) I listen to directions the teacher gives	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	83.3%	20%	100%
Most of the time	11.1%	35%	0%
Sometimes	0%	35%	0%
Never	0%	5%	0%
Not Answered	5.6%	5%	0%

Table 11 shows that 94.4% of the students in Teacher Researcher A's classroom responded that they always or most of the time listen to the directions the teacher gives. Only 55% of the students in Teacher Researcher B's classroom responded that they always or most of the time listen to the directions the teacher gives. One hundred percent of the students in Teacher Researcher C's classroom responded that they always listen to the directions the teacher gives.

Table 12

Results from Question 6 from Student Survey

6) I know what to do after the teacher gives directions	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	83.3%	20%	75%
Most of the time	11.1%	60%	0%
Sometimes	0%	15%	25%
Never	0%	0%	0%
Not Answered	5.6%	5%	0%

Table 12 shows that 94.4% of the students in Teacher Researcher A's classroom always or most of the time know what to do after the teacher gives directions. Eighty percent of the students in Teacher Researcher B's classroom responded that they always or most of the time know what to do after the teacher gives directions. Seventy-five percent of the students in Teacher Researcher C's classroom responded that they always know what to do after the teacher gives directions.

Table 13

Results from Question 7 from Student Survey

7) I start working after directions are given	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	83.3%	65%	100%
Most of the time	11.1%	10%	0%
Sometimes	0%	20%	0%
Never	0%	0%	0%
Not Answered	5.6%	5%	0%

Table 13 shows that 94.4% of the students in Teacher Researcher A's classroom responded that they always or most of the time start working after the directions are given. Seventy-five percent of the students in Teacher Researcher B's classroom responded that they always or most of the time start working after the directions are given. One hundred percent of

the students in Teacher Researcher C's classroom responded that they always start working after directions are given.

Table 14

Results from Question 8 from Student Survey

8) I complete my independent work	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	72.2%	50%	75%
Most of the time	22.2%	30%	25%
Sometimes	0%	15%	0%
Never	0%	0%	0%
Not Answered	5.6%	5%	0%

Table 14 shows that 94.4% of the students in Teacher Researcher A's classroom responded that they always or most of the time complete their independent work. Eighty percent of the students in Teacher Researcher B's classroom responded that they always or most of the time complete their independent work. One hundred percent of the students in Teacher Researcher C's classroom responded that they always or most of the time complete their independent work.

Table 15

Results from Question 9 from Student Survey

9) When I complete my work I know what to do	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	61.1%	55%	25%
Most of the time	16.7%	30%	25%
Sometimes	0%	10%	25%
Never	0%	5%	25%
Not Answered	22.2%	0%	0%

Table 15 shows that 77.8% of the students in Teacher Researcher A's classroom responded that they always or most of the time know what to do when they complete their work. Eighty-five percent of the students in Teacher Researcher B's classroom responded that they

always or most of the time know what to do with they complete their work. Only 50% of the students in Teacher Researcher C's classroom responded that they always or most of the time know what to do when they complete their work.

Table 16

Results from Question 10 from Student Survey

10) My classmates raise their hands before talking	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	77.7%	10%	50%
Most of the time	16.7%	50%	25%
Sometimes	0%	35%	25%
Never	5.6%	5%	0%
Not Answered	0%	0%	0%

Table 16 shows that 94.4% of the students in Teacher Researcher A's classroom responded that their classmates always or most of the time raised their hands before talking. Sixty percent of the students in Teacher Researcher B's classroom responded that their classmates always or most of the time raised their hands before talking. Seventy-five percent of the students in Teacher Researcher C's classroom responded that their classmates always or mot of the time raise their hands before talking.

Table 17

Results from Question 11 from Student Survey

11) My classmates use inside voices	Researcher A % N=18	Researcher B % N=20	Researcher C% N=4
Always	88.8%	5%	50%
Most of the time	11.2%	5%	25%
Sometimes	0%	25%	0%
Never	0%	60%	25%
Not Answered	0%	5%	0%

Table 17 shows that 100% of the students in Teacher Researcher A's classroom responded that their classmates always or most of the time use their inside voices. Only 10% of

the students in Teacher Researcher B's classroom responded that their classmates always or most of the time use their inside voices. Eighty-five percent of the students in Teacher Researcher B's classroom responded that their classmates sometime or never use their inside voices. Seventy-five percent of the students in Teacher Researcher C's classroom responded that their classmates always or most of the time use their inside voices.

Table 18

Results from Question 12 from Student Survey

12) My classmates wait their turn	**Researcher A % N=18**	**Researcher B % N=20**	**Researcher C% N=4**
Always	83.3%	20%	50%
Most of the time	16.7%	40%	25%
Sometimes	0%	20%	25%
Never	0%	20%	0%
Not Answered	0%	0%	0%

Table 18 shows that 100% of the students in Teacher Researcher A's classroom responded that their classmates always or most of the time wait their turn. Sixty percent of the students in Teacher Researcher B's classroom responded that their classmates always or most of the time wait their turn. Seventy-five percent of the students in Teacher Researcher C's classroom responded that their classmates always or most of the time wait their turn.

Table 19

Results from Question 13 from Student Survey

13) My classmates start their work right away	**Researcher A % N=18**	**Researcher B % N=20**	**Researcher C% N=4**
Always	88.8%	10%	100%
Most of the time	11.2%	20%	0%
Sometimes	0%	55%	0%
Never	0%	15%	0%
Not Answered	0%	0%	0%

Table 19 shows that 100% of the students in Teacher Researcher A's and Teacher Researcher C's classrooms responded that their classmates always or most of the time start their work right away. Only 30% of the students in Teacher Research B's classroom responded that their classmates always or most of the time start their work right away. Seventy percent of the students in Teacher Researcher B's classroom responded that their classmates sometimes or never start their work right away.

Table 20

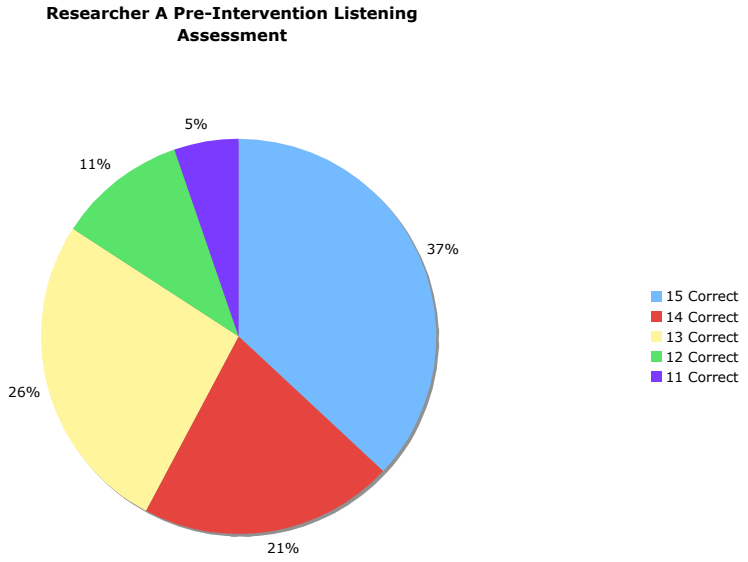
Results from Question 14 from Student Survey

14) My classmates do not bother me when I am working	**Researcher A % N=18**	**Researcher B % N=20**	**Researcher C% N=4**
Always	88.8%	25%	75%
Most of the time	11.2%	15%	25%
Sometimes	0%	35%	0%
Never	0%	25%	0%
Not Answered	0%	0%	0%

Table 20 shows that 100% of the students in Teacher Researcher A's and Teacher Researcher C's classrooms responded that their classmates always or most of the time do not bother them when they are working. Forty percent of the students in Teacher Researcher B's classroom responded that their classmates always or most of the time do not bother them when they are working.

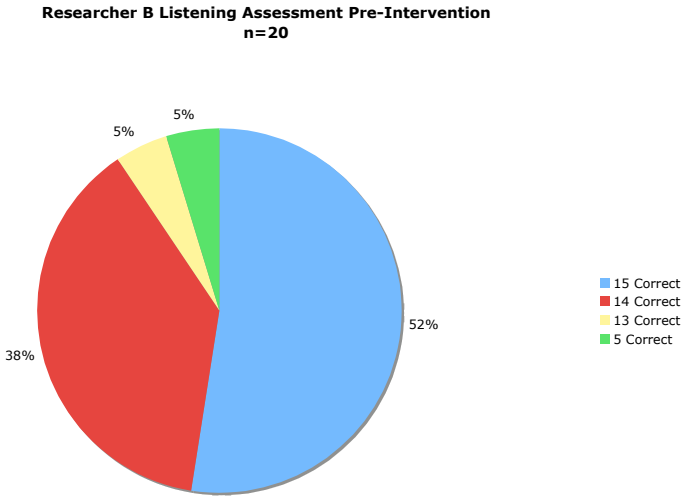
To achieve triangulation a third data collection technique, Listening Assessment, (Appendix C) was also used. The purpose of this tool was to assess students' listening skills and ability to follow directions. Each teacher researchers read aloud one-step direction statements for her students to follow using the Listening Assessment Pre-Test. Students drew pictures in appropriate boxes on the student worksheet to match the direction statement given by the teacher researcher.

Figure 2. Results from Listening Assessment from Teacher Researcher A



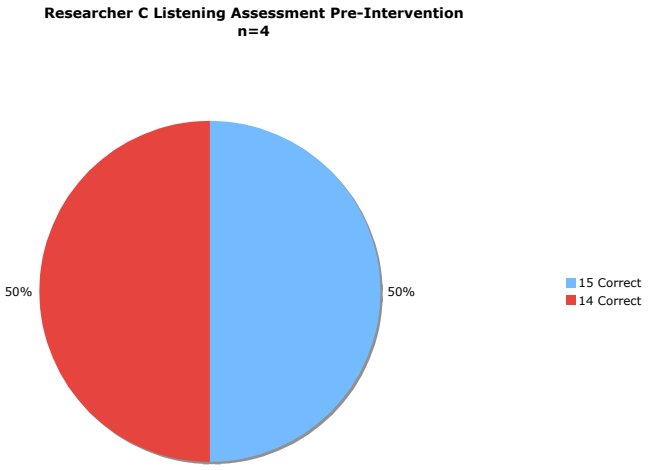
Teacher Researcher A results indicate that 58% of the students drew correct pictures in the 14 and 15 out of 15 possible. The rest of the students comprised the other 42% of the results.

Figure 3. Results from Listening Assessment from Teacher Researcher B



Teacher Researcher B results indicate that 52% of the students drew correct pictures in 15 out of 15 possible. Thirty-eight percent of the students drew 14 out of 15 possible and the rest of the students comprised the other 48% of the results.

Figure 4. Results from Listening Assessment from Teacher Researcher C



Teacher Researcher C results indicate that 50% of the students drew correct pictures in 15 out of 15 possible and 50% of the students drew 14 out of 15 possible.

Probable Causes

On a daily basis, educators have observed students' off-task behavior. Teachers have found that these behaviors interfere with their students' learning. According to Burke (2000, p. 161), "Off-task behavior is not new, but it can become more noticeable and more frustrating when it is experienced in a cooperative group setting or in a whole-class activity on a regular basis." Our review of the literature has revealed many possible causes of off-task behavior including: outside influences, presentation of material, lack of social skills, students are not developmentally ready, students are uncertain of the rules/procedures and the students are being asked to work beyond their abilities.

Outside Influences

Students have to deal with the pressures of high-stakes testing, personal insecurity, and violence in their homes, schools, and society (Burke 2000). It is difficult for students to come into the classroom and leave all of the stresses behind and focus on learning (Burke 2000). Situations that happen outside of the classroom have an impact on students' ability to focus during classroom activities and lessons. According to Burke (2000, p.29), if a child has been exposed to stress in the home-life at a young age, their "brain consumes the glucose that should be used to develop patterns, recognize sounds and pictures, and develop mental stimulation." In addition, children could be responding to an occurrence outside of the classroom which can cause them to be inattentive and off-task in the classroom (Glazer, n.d.).

Presentation of Material

Teachers find that children are frequently not paying attention during instructional time and class work time. Glazer (n.d.), states that the child may not be paying attention because they are unable to understand the information because of the style that it was presented in. "Making excessive demands on students to keep their undivided attention can create resentful and disruptive learners and an environment not conducive to learning." (Burke, 2000, p.30)

Lack of Social Skills

Teachers find that children are coming to school without the necessary social skills. Teachers need to take the time to instruct children in basic social skills to ensure they have a successful classroom management program (Bellanca & Forarty, 2003). According to Bellanca & Forarty (2003, p. 79), "When a teacher takes time to introduce the forming skills needed for basic classroom management or to teach the more complex skills at the norming or performing phases, the payoff is always greater mastery of content." Teachers assume that students know

basic classroom social skills, but this is not always true. Many students need formal instruction to develop social skills. Students' past social experiences can vary greatly and therefore the students may not be familiar with the social skills necessary to function in the classroom (Burke, 2000).

Burke (2000) also reports:

> Educators today need to do more than help students meet standards, score high on standardized tests, master the curriculum, secure jobs or get accepted into college. Educators are also responsible for teaching students how to interact in socially acceptable ways and how to develop the interpersonal skills necessary to be successful in life. (p. 1)

Not Developmentally Ready

Children under the age of seven do not have great control over their emotions and impulses (Brodkin, 2006). According to Brodkin (2006), when children under the age of seven do something for another it is more likely that they are doing that in response to an adults expectation and demands rather than following their conscience. Also Brodkin (2006) states that, children seven and beyond have an increased ability to focus and concentrate, which makes them more ready for formal schooling. According to Cluff (2006, par.4), "A child of age 7, who cognitive development would suggest is self-centered, and Erickson would suggest is increasing the understanding of the world, can be combined into seeing that this child is trying to figure out who they are and how they will impact the world."

Uncertain of Rules and/or Procedures

Off-task behavior can occur when the children are uncertain about the directions, procedures, and expectations of the teacher. Unclear expectations for student behavior can increase student disruptions and other forms of off-task behavior (Feldman, n.d.). Students that

are off task can cause distractions for other students. One child who is off-task because they do not know how to proceed can cause other children to become off-task and disrupt the entire learning process (Burke, 2000).

Young children are still developing their listening skills and vocabulary, but still need directions given to them in a natural order (Poole, Miller & Church, 2000). When the directions are given out of chronological order, the young child may not understand and then become off-task. According to Poole, Miller, and Church (2000, par. 21), teachers "cannot assume that children can transpose a direction into chronological order."

Beyond their Ability

Teachers feel increased amounts of pressure to cover the curriculum to help prepare the students for high stakes tests. Students can become frustrated when the skills they are exposed to and expected to perform are above their ability. This frustration can be manifested in the form of off-task behavior. According to Burke (2000) when the work is too challenging or they perceive there is not enough time to complete the task the child can perceive it as a threat and 'shut down'. Burke (2000) also reported that other researchers disagree and feel that students do not shut down, but instead become reflexive and respond automatically when they feel threatened. Whether students 'shut down' or respond automatically, their reactions can be considered off-task and disruptive to the learning process (Burke, 2000).

Conclusion

The review of the literature on off-task behavior revealed that teachers were able to control some of the factors that contributed to students' off-task behaviors. Teachers can control the student's lack of attention by their style of presentation. By using a variety of methods in their delivery of instruction, the student's on-task behavior increases. Additionally, the students

may lack social skills, which can be taught through direct instruction. Students' off-task behaviors can also occur when they are uncertain about rules and directions. Teachers can formally instruct the students concerning the classroom procedures. Directions and expectations need to be presented clearly to eliminate the uncertainty for students. Finally, if the task is beyond the student's ability level, teachers can differentiate the instruction to meet the students' needs.

The teacher researchers found through the research that factors not within teachers' control include student's not being developmentally ready for the focus and concentration needed to be on-task. Additionally, there are many outside influences that can affect the student's off-task behavior. Teachers have little control over their students' stress in the home, violence in their homes and society, or personal insecurities.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In the educational setting, the issue of off-task behavior is a problem. Everyday across the United States teachers deal with off-task behaviors such as talking out, inappropriate verbalizations, being out of one's seat, inactivity, or noncompliance (Mather & Goldstein, 2001)

In the Blueprints approach (Bellanca & Forarty, 2003), the goal is to build a cooperative classroom. To do this, the teacher starts by creating behavior norms that guide the development of students' social skills. These skills help students interact so they might achieve the shared goals of the classroom. As teachers develop and teach classroom social skills through modeling and practice, students change from individuals who are centered on their own performance to individual who enhance each others' performances by working together.

Direct Instruction of Classroom Behavior Skills

When students learn a new social skill, it is important that they

- understand the need for and value of the skill,
- know the chief behavior indicators of the skill,
- know when to use the skill,
- practice the skill,
- reflect on how they might improve their use of the skill, and
- persist in refining a skill until it is automatic.

Because classroom social skills are essential tools in a constructive and successful classroom management program, teachers need to take time to teach the basic, interactive social skills. Teaching these skills reinforces other classroom management techniques. There are five

components in this process: deciding how to teach social skills, choosing social skills, saving time to teach social skills, and planning what to do when students misbehave (Bellanca & Forarty, 2003).

According to Bellanca & Forarty (2003), "Some learn social skills from informal instruction woven into classroom expectations, roles, and guidelines. Others learn better through formal (or direct) instruction in the skills" (p. 71). During informal instruction in social skills, the teacher reinforces previously learned cooperative skills. The authors say that the easiest way to informally teach social skills is to reinforce cooperative behaviors, such as taking turns, listening attentively to the speaker, looking at the speaker, raising your hand and staying on task during instruction and work time.

Bellanca & Forarty (2003) stress the importance for younger rebellious students:

> Formal instruction in cooperative skills is needed when students' behavior indicated that they lack skills. Formal instruction is especially helpful with younger students and with students who rebel against the cooperative learning climate of high expectations for on-task behavior. These students profit the most from direct instruction, guided practice, and constructive feedback in the development of the cooperative social skills. (p.71)

Formal Practice – modeling and role playing

Wood, Porter, Brady, Forton (2003, p.1) say, "Model the behavior you want to see. From the first day, lay the foundation for a successful year by letting students know what behavior you expect. Modeling classroom routines takes time, but it's time well spent!" Wood et al. (2003) found that:

> Children are able, even eager, to rise to high standards of behavior, but they need to know exactly what those standards are. Often we assume students already know what we expect

> of them, when they may not. When you use the technique of explicit modeling, you make your expectations clear and easier for students to meet. When you use modeling, you need to make your expectations clear and easier for students to meet. One modeling procedure to follow is a four step process. First name the behavior, next demonstrate the behavior, then ask students what they notice and ask for student volunteers to demonstrate the behavior. Finally, practice the behavior as a class. (p. 1-2)

Bellanca & Forarty (2003) suggest that, "The teacher may model both the correct and the incorrect way to do the task. After the modeling, it is important that the teacher check for understanding" (p. 79). Burke (2003) found that "taking part in and watching a role-play gives students a chance to see how interaction skills can apply to different situations, as well as gives them a chance to rehearse life" (p.111).

Verbal Positive Reinforcement

According to Wood et al. (2003):

> Teacher language is powerful. The language we use is one of our most important teaching tools. What we say and how we say it carry tremendous weight in the classroom. Our language can build children up or tear them down. It can model respectful and caring social interactions or just the opposite. Effective language encourages and empowers children to respect and follow the rules, rather that criticizing for not following them.
>
> Effective teacher language:
>
> - Is simple, clear, and direct.
> - Is genuine and respectful.
> - Focuses on the specific actions of the child rather than the child as a whole person.

- Avoids qualitative or personal judgment.
- Shows faith in the child's ability to follow the rules. (p. 2)

The use of verbal positive reinforcement is one way to manage student behavior. Goldstein (2001) found that strategies which involve the use of positive reinforcement are generally more effective than punishment. Teachers need to be aware of students' strengths, and allow occasions for each student to feel valued, special, and to help others (2001). Using positive reinforcement can help students feel good about themselves. These include maintaining eye contact with the child, allowing the child to finish talking, labeling the behavior not the child, and beginning with a verbal positive reinforcement statement (2001).

As Gargus, (2008, paragraph 2) writes, "Positive communication is a tool to reinforce good behavior and eliminate bad behavior; it builds self-esteem and inspires confidence in children."

How can teachers decrease unwanted behaviors?

In "Managing Inappropriate Behavior in the Classroom" (1990) the author states that teachers can reward a student when a specified behavior does not occur, or when it occurs below a designated frequency or duration level. Differential reinforcement of other behaviors is a way to decelerate a behavior when behaviors other than the target behavior are systematically reinforced. Overcorrection is another possibility. Teachers instruct students to correct the inappropriate behavior and execute the act within a natural sequence of events.

What role does punishment play in classroom management?

Punishment can be defined as a technique that decelerates the frequency of a behavior when it is given contingent on that behavior. Reprimands, frowns, reminders and other subtle expressions can serve as punishment, and can be very effective when used appropriately. A

possible disadvantage of punishment is that its effects may over generalize, eliminating more behaviors that originally intended. Another difficulty is that the student might associate the technique with the person who administered it, causing ill feeling toward the teacher as stated in "Managing Inappropriate Behavior in the Classroom" (1990).

Rewards System

A token economy or reward system could be implemented to help reduce off-task behaviors in the classroom (Dugan, n.d.). According to Dugan's system, specific behaviors would be targeted and assigned point values, as well as goals set for weekly point totals. Kohn (1999, p.35) reported that, "Rewards are often successful at increasing the probability that we will do something."

Gargus (n.d.), suggested that rewards should be used when they have finished a difficult task. She reported that teachers need to remember that rewards vary from child to child. Teachers also need to discover what rewards the students' value and use them to have the most success.

Project Objective and Processes

As a result of the direct instruction, formal practice of classroom social skills, and verbal positive reinforcement during the period of August 2008 through December 2008, the students of teacher researchers A, B and C will increase their on-task behaviors as measured by the teacher researcher-developed Listening Skills Assessment (Appendix C), Student Survey (Appendix B), and Teacher Observation Checklist (Appendix A).

In order to accomplish the project objective, the following processes are necessary:

1. Teacher researchers will gather materials, learning activities, and lesson plans to develop and practice classroom social skills.
2. Design direct instruction lessons to teach classroom social skills, see sample lesson plan

in Appendix D

3. Create modeling plans on classroom social skills for formal practice, see sample lesson plan Appendix E
4. Develop role playing activities for appropriate classroom social skills for formal practice, see sample lesson plan Appendix F
5. Establish guidelines for verbal positive reinforcement to encourage appropriate use of classroom social skills

Project Action Plan

Below is an outline of the plan teacher researchers followed to implement interventions in the targeted classes at Site A, B, and C.

Week 1: August 25-29, 2008

- Each teacher researcher copied and distributed letter of Consent to Participate in Research Study form and parent letter
- Each teacher researcher copied teacher observation checklist
- Each teacher researcher copied pre and post student survey

Week 2: September 1-5, 2008

- Each teacher researcher collected and followed up on unreturned Consent to Participate in Research Study forms

Week 3: September 8-12, 2008

- Each teacher researcher completed Teacher Observation Checklist

Week 4: September 15-19, 2008

- Each teacher researcher completed Listening Assessment Pre-Test
- Each teacher researcher conducted pre-intervention Student Survey in class and began analyzing results

Week 5: September 22-26, 2008

- Each teacher researcher conducts direct instruction to teach classroom social skills for instructional time using T-charts. Instructional skill focus is listening attentively.
- Introduce verbal positive reinforcement of classroom social skills for instructional time

Week 6: September 29 – October 3, 2008

- Each teacher researcher conducts direct instruction to teach classroom social skills for instructional time using T-charts. Instructional skill focus is taking turns.
- Continue verbal positive reinforcement of classroom social skills for instructional time

Week 7: October 6-10, 2008

- Each teacher researcher conducts lesson plan to practice classroom social skills for instructional time using modeling.
- Continue verbal positive reinforcement of classroom social skills for instructional time.

Week 8: October 13-17, 2008

- Each teacher researcher conducts lesson plan to practice classroom social skills for instructional time using role playing.
- Continue verbal positive reinforcement of classroom social skills for instructional time

Week 9: October 20-24, 2008

- Each teacher researcher conducts lesson plan to practice classroom social skills for instructional time using role playing.
- Continue verbal positive reinforcement of classroom social skills for instructional time

Week 10: October 27-31, 2008

- Each teacher researcher conducts direct instruction to teach classroom social skills for work time using T-chart. Work skill focus is staying on task.
- Introduce verbal positive reinforcement of classroom social skills for work time.
- Continue verbal positive reinforcement of classroom social skills for instructional time.

Week 11: November 3-7, 2008

- Each teacher researcher conducts direct instruction to teach classroom social skills for work time using T-chart. Work skill focus is using a low voice.
- Continue verbal positive reinforcement of classroom social skills for work time
- Continue verbal positive reinforcement of classroom social skills for instructional time

Week 12: November 10-14, 2008

- Each teacher researcher conducts lesson plan to practice classroom social skills for work time using modeling
- Continue verbal positive reinforcement of classroom social skills for work time
- Continue verbal positive reinforcement of classroom social skills for instructional time

Week 13: November 17-21, 2008

- Each teacher researcher conducts lesson plan to practice classroom social skills for work time using role playing
- Continue verbal positive reinforcement of classroom social skills for work time

- Continue verbal positive reinforcement of classroom social skills for instructional time

Week 14: November 24-28, 2008

- Holiday Break

Week 15: December 1-5, 2008

- Each teacher researcher completed post-intervention Teacher Observation Checklist in class and began analyzing results

Week 16: December 8-12, 2008

- Each teacher researcher conducted post-intervention Student Survey in class and began analyzing results
- Each teacher researcher conducted Listening Assessment Post-Test in class and began analyzing results

Week 17: December 15-19, 2008

- Analyze pre and post-intervention data

After completion of project teacher researchers will shred all information from the research project in April 2009.

Methods of Assessment

The following three instruments were used to assess the effects of the interventions on on-task behavior used in the targeted kindergarten class at Site A and the targeted second grade class and third grade resource room at Site B. The first teacher researcher-developed instrument was a Teacher Observation Checklist (Appendix A) used for recording the frequency of on-task behaviors. The three teacher researchers observed different small groups of students (5-6) each day in their individual classes during a one week period during the week of September 8-15 for pre-intervention data collection and during the week of December 1-5 for post-intervention data collection. Observations were done in the morning for a 30 minute time period. Researchers recorded tally marks on the checklist for each behavior observed every two minutes to see if there was change in the student's behavior after the interventions were implemented.

Another instrument developed by the teacher researchers for assessing the effects of the interventions on on-task behavior was a Student Survey (Appendix B). This survey asked

students to rate themselves and their peers on appropriate classroom skills. Surveys were distributed to each student in the class on September 16 for pre-intervention data collection and on December 10 for post-intervention data collection. Teacher researchers read aloud each statement on the survey and allowed time for students to circle their response.

To achieve triangulation, a third assessment tool, the Listening Assessment (Appendix C), was also used. This assessment tool evaluated the students' listening skills and ability to follow directions in the targeted classrooms. Teacher researchers read aloud one step direction statements for students to follow using the Listening Assessment Pre- and Post-Test. The Pre-Test was administered on September 18, for pre-intervention data collection. The Post-Test was administered on December 12, for post-intervention data collection. Students drew pictures in appropriate boxes on the student worksheet to match the direction statement given by the teacher researcher.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

This action research project took place in three classrooms at two sites within the same county. The project took place in a kindergarten classroom at Site A and in a second grade classroom and a third grade resource room at Site B. The objective of this action research project was to increase students' on-task behavior by teaching classroom social skills through the use of direct instruction, positive verbal reinforcement, modeling, and role playing. The teacher researchers focused on classroom social skills in two areas, instructional time and work time. The skills taught for instructional time were listening attentively and taking turns in conversation. The skills taught for work time were staying on task and using a low voice.

The researchers started the action plan during the week of August 25, 2008 by distributing consent forms. The following week teacher researchers collected and conducted follow up calls for unreturned consent forms. Over the next two weeks the teacher researchers collected pre-intervention data by completing an Observation Checklist (see Appendix A), facilitating a Student Survey (see Appendix B), and administering the Pre- Listening Assessment (see Appendix C).

During weeks 5 through 14, the following interventions were implemented: direct instruction, positive verbal reinforcement, modeling, and role playing. The teachers in the targeted classrooms as Site A and Site B used T-charts to teach the strategies and positive verbal reinforcement to acknowledge students that demonstrated the behaviors listed. Modeling and role playing were used to enhance the students' used of the strategies.

Throughout the ten weeks of interventions, the Teacher Researchers followed the same cycle to teach students the strategies. At the beginning of Week 5 the teachers used direct instruction to teach the instructional skill of listening attentively (see Appendix D). Positive verbal reinforcement was used throughout the rest of the week when students demonstrated listening attentively. The same procedure was used to teach the second instructional skill, taking turns in conversation during Week 6. To enhance the students' use of the strategies the teacher researchers used modeling lessons (see Appendix E) and role playing (see Appendix F) during weeks 7 and 8. This cycle was repeated during weeks 9 through 14 to teach the two work time skills, staying on task and using a low voice.

Post- data collection was administered in December by the teacher researchers at both sites. During Week 15 the teacher researchers completed an observation checklist (see Appendix A). The following week, Week 16, the teacher researchers facilitated the Student Survey (see Appendix B) and administered the Post- Listening Assessment (see Appendix C). The teacher researchers followed the action plan proposed in Chapter 3 with no deviations.

Presentation and Analysis of the Results

Figure 5. Results from Teacher Observation Checklist Pre-Intervention

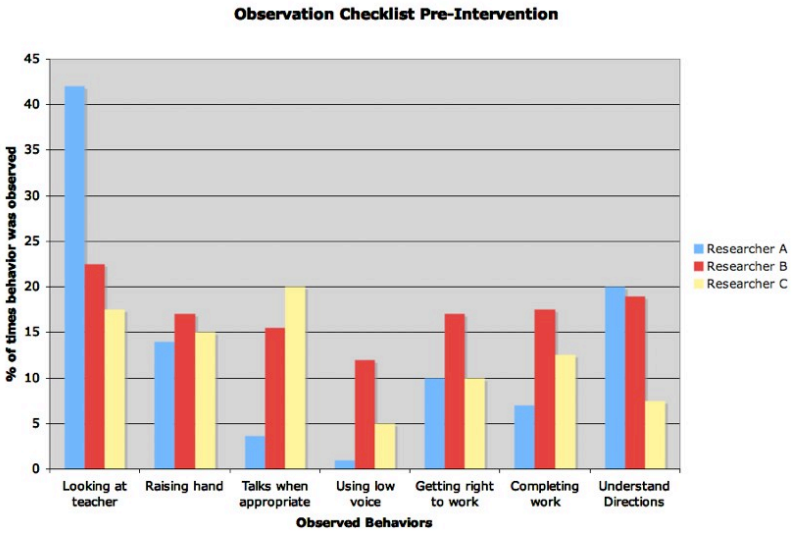
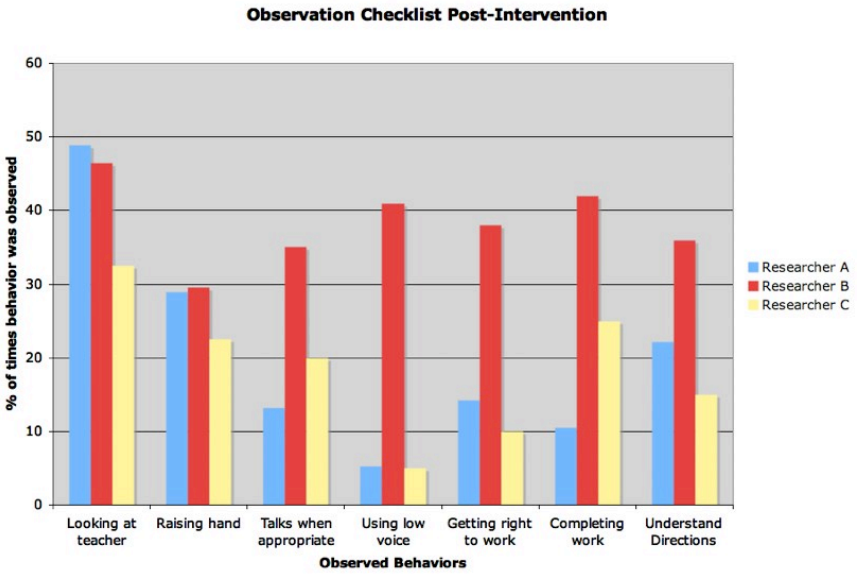


Figure *6.* Results from Teacher Observation Checklist Post-Intervention



When comparing the data from the Teacher Observation Checklist Pre-Intervention to the Teacher Observation Checklist Post-Intervention many changes were evident.

When comparing the results from Figure 5 and Figure 6, Teacher Researcher A observed an increase of 6.9% in the number of times the students were looking at her while she was conducting her observation. Teacher Researcher B observed an increase of 24% in the number of times the students were looking at her while she was conducting her observation. Teacher Researcher C observed an increase of 15% in the number of times the students were looking at her while she was conducting her observation.

Teacher Researcher A observed an increase of 14.9% in the number of times the students raised their hands while she observing the students. Teacher Researcher B observed an increase of 12.5% in the number of times the students raised their hands while she was observing the students. Teacher Researcher C observed an increase of 7.5% in the number of times the students raised their hands while she was observing the students.

When comparing the results from Figure 5 and Figure 6, Teacher Researcher A observed an increase of 9.6% in the number of times the students were talking when appropriately while she was conducting her observation. Teacher Researcher B observed an increase of 19.5% in the number of times the students were talking when appropriately while she was conducting her observation. Teacher Researcher C observed no change in the number of times the students talked when appropriately while she was conducting her observation.

Teacher Researcher A observed an increase of 4.3% in the number of times the students used a low voice while she was observing the students. Teacher Researcher B observed an increase of 29% in the number of times the students used a low voice while she was observing the students. Teacher Researcher C observed no change in the number of times the students used a low voice while she was observing the students.

When comparing the results from Figure 5 and Figure 6, Teacher Researcher A observed an increase of 4.2% in the number of times the students got right to work while she was conducting her observation. Teacher Researcher B observed an increase of 21% in the number of times the students got right to work while she was conducting her observation. Teacher Researcher C observed no change in the number of times the students got right to work while she was conducting her observation.

Teacher Researcher A observed an increase of 3.5% in the number of times the students completed their work while she was observing the students. Teacher Researcher B observed an increase of 24.5% in the number of times the students completed their work while she was observing the students. Teacher Researcher C observed an increase of 12.5% in the number of times the students completed their work while she was observing the students.

Teacher Researcher A observed an increase of 2.1% in the number of times the students understood the directions while she was conducting her observation. Teacher Researcher B observed an increase of 17% in the number of times the students understood the directions while she was conducting her observation. Teacher Researcher C observed an increase of 7.5% in the number of times the students understood the directions while she was conducting her observation.

Table 21

Results from Question 1 Student Survey

1) I look at the teacher when she is talking	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention % Sometimes/ Never	Post-intervention % Sometimes/ Never
Researcher A n=18	100%	100%	0%	0%
Researcher B n=20	90%	95%	10%	5%
Researcher C n=4	75%	75%	25%	25%

Table 21 reports the results from the Student Survey Question 1: I look at the teacher when she is talking. Teacher Researcher A and C showed no change for Always/Most of the time and Sometimes/Never in results from their survey. Teacher Researcher B showed an increase of 5% for Always/Most of the time and a decrease of 5% for Sometimes/Never.

Table 22

Results from Question 2 Student Survey

2) I raise my hand to talk during class	Pre-intervention %Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention % Sometimes/ Never	Post-intervention % Sometimes/ Never
Researcher A n=18	100%	100%	0%	0%
Researcher B n=20	90%	85%	10%	15%
Researcher C n=4	100%	75%	0%	25%

Table 22 reports the results of Question 2: I raise my hand to talk during. Teacher Researcher A had no change from pre-intervention to post-intervention survey. Teacher Researcher B had a 5% decrease for Always/Most of the time. Teacher Researcher C showed a 25% increase in answering sometimes or never.

Table 23

Results from Question 3 Student Survey

3) I wait my turn when someone is talking	Pre-intervention %Always/Most of the time	Post-intervention % Always/Most of the time	Pre-intervention % Sometimes/ Never	Post-intervention % Sometimes/ Never
Researcher A n=18	94%	100%	6%	0%
Researcher B n=20	75%	95%	25%	5%
Researcher C n=4	100%	100%	0%	0%

Table 23 reports on Question 3 from the Student Survey: I wait my turn when someone is talking. Teacher Researcher A post-intervention showed a decrease of 6% for sometimes/never. Teacher Researcher B post-intervention showed a decrease of 20 % for sometimes/never. Teacher Researcher C had no change in results.

Table 24

Results from Question 4 Student Survey

4) I use a quiet voice when working in the classroom	Pre-intervention %Always/Most of the time	Post-intervention % Always/Most of the time	Pre-intervention % Sometimes/ Never	Post-intervention % Sometimes/ Never
Researcher A n=18	94%	100%	6%	0%
Researcher B n=20	60%	80%	40%	20%
Researcher C n=4	75%	75%	25%	25%

Table 24 reports on Question 4: I use a quiet voice when working in the classroom. Teacher Researcher A post-intervention showed an increase of 6% in always/most of the time. Teacher Researcher B showed an increase of 20% for always/most of the time. Teacher Researcher C had no change in results.

Table 25

Results from Question 5 Student Survey

5) I listen to directions the teacher gives	Pre-intervention %Always/Most of the time	Post-intervention % Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention % Sometimes/ Never
Researcher A n=18	94%	89%	6%	11%
Researcher B n=20	55%	85%	45%	15%
Researcher C n=4	100%	100%	25%	0%

Table 25 reports on Question 5: I listen to directions given by the teacher. Teacher Researcher A showed a 5% decrease in the post survey for always/most of the time. Teacher Researcher B showed a 30% increase in post-intervention survey for always/most of the time. Teacher Researcher C had same results for always/most of the time.

Table 26

Results from Question 6 Student Survey

6) I know what to do after the teacher gives directions	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	94%	89%	6%	11%
Researcher B n=20	80%	85%	20%	15%
Researcher C n=4	75%	100%	25%	0%

Table 26 reports the results of Question 6 on the Student Survey: I know what to do after the teacher gives directions. Teacher Researcher A showed an increase in the post-intervention survey for sometimes/never of 5%. Teacher Researcher B showed a decrease of 5% for sometimes/never. Teacher Researcher C showed a decrease of 25% in the post-intervention for sometimes/never.

Table 27

Results from Question 7 Student Survey

7) I start working after directions are given	Pre-intervention %Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	94%	94%	6%	6%
Researcher B n=20	75%	80%	25%	20%
Researcher C n=4	100%	100%	0%	0%

Table 27 reports on Question 7: I start working after directions are given. Teacher Researcher A and Teacher Researcher C showed no change in results from pre-intervention to post-intervention survey. Teacher Researcher B showed an increase of 5% for always/never.

Table 28

Results from Question 8 Student Survey

8) I complete my independent work	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	94%	89%	6%	11%
Researcher B n=20	80%	75%	20%	25%
Researcher C n=4	100%	100%	0%	0%

Table 28 reports on students' responses to Question 8 on the Student Survey: I complete my independent work. Teacher Researcher A and Teacher Researcher B showed a decrease of 5% for always/most of the time. Teacher Researcher C results were the same in pre and post survey data.

Table 29

Results from Question 9 Student Survey

9) When I complete my work I know what to do	Pre-intervention %Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	78%	83%	22%	17%
Researcher B n=20	85%	80%	15%	20%
Researcher C n=4	50%	75%	50%	25%

Table 29 reports on Question 9: After I am done with work I know what to do. Teacher Researcher A showed an increase of 5% in always/most of the time. Teacher Researcher B showed a 5% decrease in always/most of the time and Teacher Researcher C increased by 25% in always/most of the time.

Table 30

Results from Question 10 Student Survey

10) My classmates raise their hands before talking	Pre-intervention %Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	94%	72%	6%	28%
Researcher B n=20	60%	60%	40%	40%
Researcher C n=4	75%	100%	25%	0%

Table 30 reports students' responses to Student Survey Question 10: I believe my classmates raise their hands before talking. The results in Teacher Researcher A's class show an increase of 22% for sometimes/never. Teacher Researcher B's class results did not change. Teacher Researcher C's class shows an increase of 25% for always/most of the time.

Table 31

Results from Question 11 Student Survey

11) My classmates use inside voices	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	100%	94%	0%	6%
Researcher B n=20	10%	35%	90%	65%
Researcher C n=4	75%	75%	25%	25%

Table 31 reports on Question 11: My classmates use inside voices. Teacher Researcher A results show a decrease of 6% in always/most of the time. Teacher Researcher B showed an increase of 25% for always/most of the time. Teacher Researcher C results did not change.

Table 32

Results from Question 12 Student Survey

12) My classmates wait their turn	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	100%	100%	0%	0%
Researcher B n=20	60%	60%	40%	40%
Researcher C n=4	75%	100%	25%	0%

Table 32 reports on Question 12: My classmates wait their turn. Teacher Researcher A and B results did not change in always/most of the time. Teacher Researcher C showed an increase of 25% for always/most of the time.

Table 33

Results from Question 13 Student Survey

13) My classmates start their work right away	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	100%	94%	0%	6%
Researcher B n=20	30%	45%	70%	55%
Researcher C n=4	100%	100%	0%	0%

Table 33 reports on Question 13: My classmates start their work right away. Teacher Researcher A results show a decrease of 6% in always/most of the time. Teacher Researcher B showed an increase of 15% for always/most of the time. Teacher Researcher C results did not change.

Table 34

Results from Question 14 Student Survey

14) My classmates do not bother me when I am working	Pre-intervention % Always/Most of the time	Post-intervention %Always/Most of the time	Pre-intervention %Sometimes/ Never	Post-intervention %Sometimes/ Never
Researcher A n=18	100%	83%	0%	17%
Researcher B n=20	40%	35%	60%	65%
Researcher C n=4	100%	100%	0%	0%

Table 34 reports students' responses to Question 14: My classmates do not bother me when I am working. Teacher Researcher A results show an increase of 17% in sometimes/never. Teacher Researcher B showed an increase of 5% for always/most of the time. Teacher Researcher C results did not change.

Figure 7. Results from Listening Assessment from Teacher Researcher A Pre-Intervention

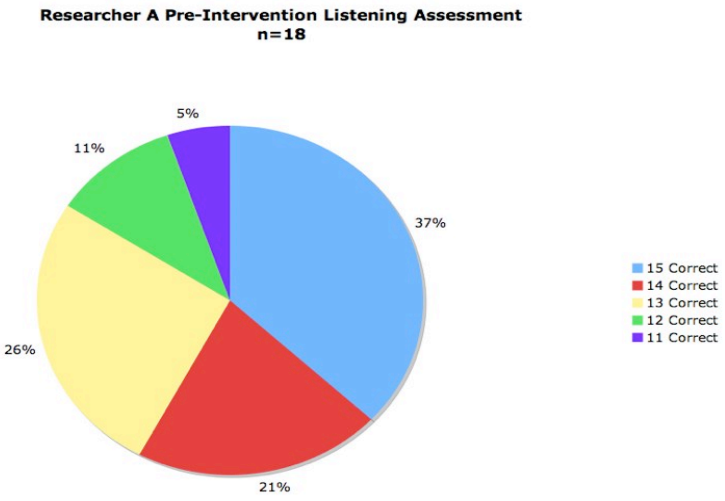
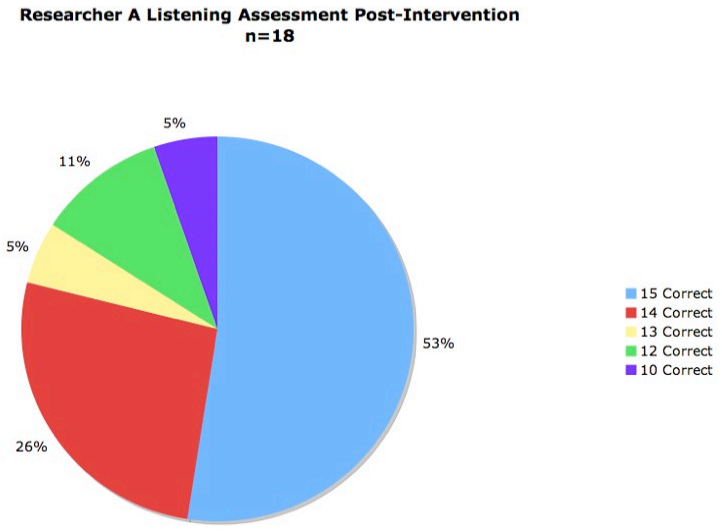


Figure 8. Results from Listening Assessment from Teacher Researcher A Post-Intervention



When comparing the data from Figure 7 to Figure 8, Teacher Researcher A had a 16% increase in the number of students answering all 15 questions correctly on the Listening Assessment. There was a 5% increase in the number of students answering 14 out of 15 questions correctly. The number of students answering 13 out of 15 questions correctly decreased 21%. There was no change between pre- and post- assessment in the number of students that answered 12 out of 15 questions correctly. Five percent of the students answered 10 out of 15 correctly during the Post-Intervention Listening Assessment.

Figure 9. Results from Listening Assessment from Teacher Researcher B Pre-Intervention

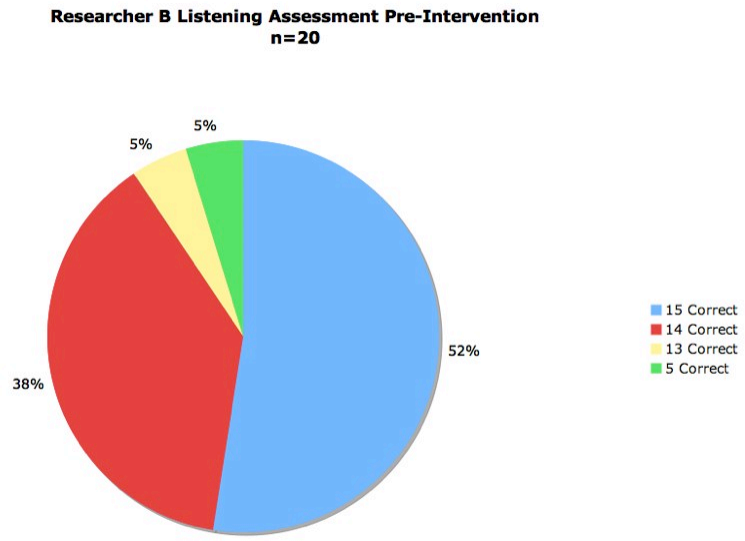
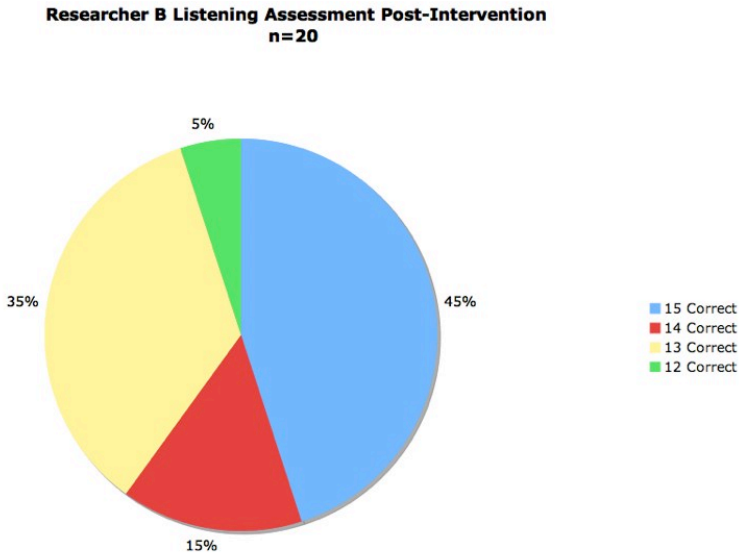


Figure 10. Results from Listening Assessment from Teacher Researcher B Post-Intervention



The results show in Figure 9 and Figure 10 show that there was a 7% decrease in the number of students in Teacher Researcher B's classroom that answered all 15 questions correctly. There was a 13% decrease in the number of students that answer 14 out of 15 questions correctly. There was a 20% increase in the number of students that answered 13 out of

15 questions correctly. During the Post-Intervention Listening Assessment 5% of the students answered 12 out of 15 questions correctly. No students answered 5 out of 15 correctly during the Post-Intervention Listening Assessment.

Figure 11. Results from Listening Assessment from Teacher Researcher C Pre-Intervention

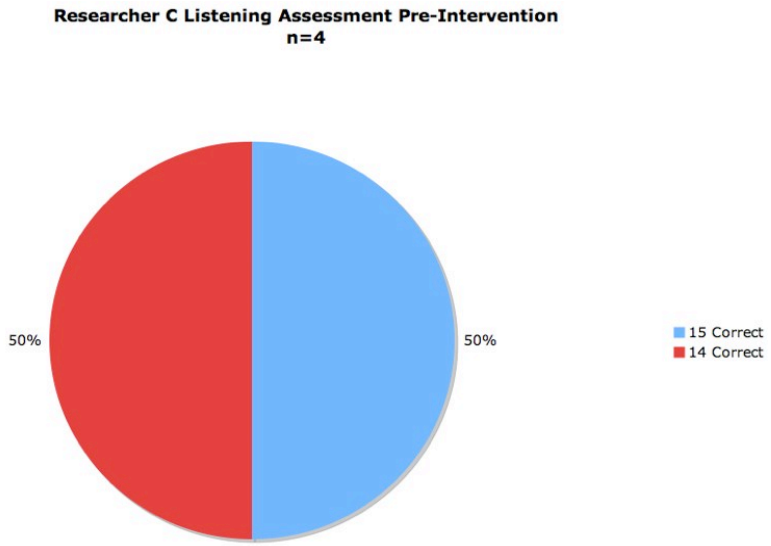
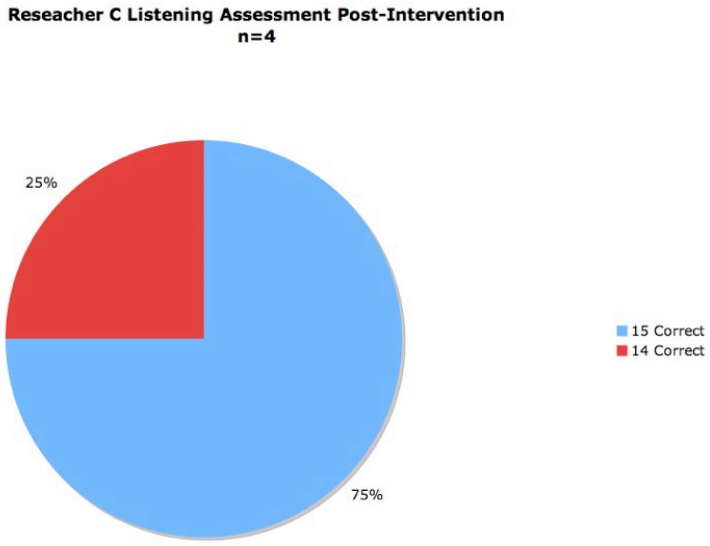


Figure 12. Results from Listening Assessment from Teacher Researcher C Post-Intervention



When comparing the results in Figures 11 and 12, Teacher Researcher C had a 25% increase in the number of students answering all 15 questions correctly after the interventions

were implemented. There was a 25% decrease in the number of students that answered 14 out of 15 questions correctly during the Listening Assessment.

Conclusions and Recommendations

In reviewing the data collected from the Teacher Observation Checklist (Appendix A) all of the observed behaviors showed no change or a minimal increase in there frequency. Teaching classroom social skills had a minimal affect on the on-task behavior of the students in the targeted classrooms. The greatest increase was found in Teacher Researcher B's classroom. There was a 29% increase in the number of times students used a low voice.

The teacher researchers recommend the Teacher Observation Checklist contain 4 behaviors to observe instead of 7. They would also recommend placing the observation time during an independent working time instead of an instructional time. There would be less interference in the lesson and the teacher could focus solely on the observation.

The Student Survey (Appendix B) data indicated mixed results. At site A in Teacher Researcher A's classroom the majority of the results stayed the same or decreased when compared with pre-intervention data. At site B in Teacher Researcher B's classroom the results indicated an increase in positive behaviors observed by the students. This increase indicated that students felt that they themselves, as well as their classmates, are on-task more frequently. At site B in Teacher Researcher C's classroom the results show little change between pre-intervention data and post-intervention data.

The results of the Student Survey varied between the teacher researcher's classrooms. One teacher researcher saw a decrease in the number of positive student responses, a second teacher researcher saw an increase, and the third teacher researcher saw little variation in results. The data indicates students were not able to consistently complete reflective tasks such as the

Student Survey. The length of the survey and the subtle differences between questions may have been challenging for the students who had not been exposed to this type of activity before.

The Listening Assessment (Appendix C) proved to be an effective tool for assessing the affect of the interventions. The teacher researchers saw an increase in the number of correct responses by the students. The results for Teacher Researcher B do not follow the results of the other targeted classes. The students in Teacher Researcher B's classroom showed a decrease in listening and following directions accurately.

Based on the research, there are several recommendations that we could offer. Teaching classroom social skills is an important part of increasing on-task behavior in the classroom. We would recommend teaching social skills using a "Looks Like/Sounds Like" T-chart. This method allowed students the opportunity to create the language used for describing the behavior. It was helpful to post the T-charts in the classroom for the students to refer to often throughout the school year. We would also recommend teaching social skills from the beginning of the year and continue throughout the year to reinforce the behaviors.

Modeling and role playing lessons were implemented to provide students with the opportunity to practice appropriate classroom social skills following the formal instruction with T-charts. We do recommend modeling appropriate behaviors with all ages of students. The students responded positively to the modeling, as seen by the increases in the Teacher Observation Checklist, especially in the areas of "Looking at the teacher", "Using a low voice", and "Raising hand". The students were able to apply the lists they generated on the T-charts to the behaviors they were observing in the modeling lessons. Positive examples show students how to behave appropriately during classroom activities.

Reflections

The teacher researchers found it challenging to complete the Teacher Observation Checklist during instructional time. The teacher researchers all felt that the Teacher Observation Checklist interfered with their instruction delivery.

We do not feel that students come to school with the adequate classroom social skills to be productive during classroom activities. The teacher researchers feel that direct instruction and positive verbal reinforcement of appropriate classroom social skills benefit the students.

The teacher researchers believe that role playing may not be age appropriate for the students that were involved in this action research project. In Teacher Researcher A's and Teacher Researcher B's classrooms, the students demonstrated more negative classroom social skills during the role playing activities. In Teacher Researcher C's classroom the role playing lessons were successful. The students in this targeted classroom were third graders and may have been more developmentally ready for role playing activities.

Teacher Researcher A

I believe that this research project provided me with a very structured and concrete way of teaching the classroom social skills that are necessary to have a successful classroom learning experience. Many of the data collection tools were new to me as well as the students. Before beginning this project I had never formally asked the children how they thought they behaved in the classroom or how they thought their friends behaved in the classroom. The pre-intervention survey showed that most of my students thought that they followed all of the rules and so did their friends. The results of the post-intervention survey showed that fewer of the children thought that their friends and they always followed the rules. This was a surprise because my observational data showed improvements. I believe that the reason there was a change was due to

the novelty effect as well as the fact that the students were much more aware of the expectations and were able to more accurately reflect on the questions in the survey.

I found that the students enjoyed creating the T-charts for the different classroom social skills we were learning about. They had more troubles with the role playing and the modeling. I frequently observed several students becoming very shy when I asked them to participate in front of the whole class. I think they may have been afraid of making a mistake or being laughed at by the other students. I found that when I tried to make the role playing more fun and exaggerated some of the behaviors, the students would laugh but some of them would carry on for extended periods of time that would disrupt the flow of the lesson.

Overall, I have seen improvements in my students' classroom social skills and found the experience to be valuable. I appreciated having pre- and post-intervention data to support what I felt was happening in my classroom.

Teacher Researcher B

I believe that this action research project has benefited my students by helping them to learn acceptable classroom social skills and behavior in line with working on-task. This project has also developed my teacher researcher skills. Before this project I had never systematically collected data or implemented change in such a formal way. Using the data tools provided the constant with which I could see change in my students' behavior. The Observation Checklist was difficult for me to use. It was a challenge to record tally marks and teach at the same time for so many behaviors. I was surprised with the results of the Listening Assessment. To me it seemed as if the students listening had improved.

Prior to the project many of the students had never been asked to reflect on their own behavior or the behavior of their classmates. The post- Student Survey did not show the results I

would have expected. I think this is because when the pre-intervention survey was administered the students had not yet learned the expectations for their behavior. They were more comfortable with the survey and reflecting when the post-intervention survey was completed.

The T-charts were the most beneficial tool for my students. At first it was hard for them to brainstorm what a behavior, such as listening, should look like or sound like. As we implemented new social skills I noticed an improvement and the brainstorming came more easily. For me they were a wonderful resource to refer back to in the classroom when using praise or correcting misbehaviors. The students were able to relate the words to the actions through the modeling lessons and role playing. The role playing was another task my students were not familiar with. This was probably why I did not find it to be an effective tool with this group.

I think this has been a good experience for both my students and I. I have seen improvements in my students' behavior. The research process has been a valuable way to implement change in my classroom.

Teacher Researcher C

I believe this action research project has been beneficial to my students as well as to me as a teacher. As a teacher researcher working to improve listening skills I found it to be a very challenging action research project. I can see that this has helped me to become a better teacher and listener with the added benefit to reflect on what I have taught and learned. One of the more exciting aspects of this study has been the realization that action research is something that we have all done since we started teaching as a means to continually improve our teaching and our curriculum. Within the classroom I found the students to be very open to the surveys and listening skills assessment. They enjoyed participating in the creation of the T-Chart listening

attentively lesson plan and role playing was their favorite when they were the speaker. Results of the post student survey show the students were more aware of their listening skills and also the skills of their peers and the results were more varied instead of all choosing always as the answer which may indicate they are also reflecting on their learning. The climate of the classroom changed as students took responsibility to remind each other of our posted attentive listening and non-listening behaviors. I am hopeful that these listening habits will remain with the students and they can be a role model for other students.

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APPENDIXES

APPENDIX A

Teacher Observation Checklist

Code for Students Observed	Looking at the teacher when she is talking	Raising hand before talking	Talks when appropriate/ taking turns during conversation	Using low voice	Getting right to work	Completing work	Understands directions

APPENDIX B

Student Survey

Please circle the number of  that best matches how you feel about the statement.

 = Always

 = Sometimes

 = Most of the time

 = Never

1. I look at the teacher when she is talking				
2. I raise my hand to talk during class				
3. I wait my turn when someone is talking				
4. I use a quiet voice when working in the classroom				
5. I listen to directions the teacher gives				
6. I know what to do after the teacher gives directions				
7. I start working after directions are given				
8. I complete my independent work				
9. When I complete my work I know what to do				
10. My classmates raise their hands before talking				
11. My classmates use inside voices				
12. My classmates wait their turn				
13. My classmates start their work right away				
14. My classmates do not bother me when I am working				

APPENDIX C

Listening Assessment Pre-Test

Draw person in box J.

Draw a flower in box D.

Draw a red circle in box A.

Draw a square in box H.

Draw a tree in box E.

Draw a surprised face in box L.

Draw a triangle in box O.

Draw a sad face in box G.

Draw an X in box C.

Draw an orange sun in box I.

Draw a green circle in box K.

Draw a gray cloud in box M.

Draw a happy face in box B.

Draw a yellow circle in box F.

Draw a zig-zag in box N.

APPENDIX C (continued)

Listening Assessment Post-Test

Draw a yellow circle in box G.

Draw a square in box M.

Draw person in box N.

Draw a surprised face in box I.

Draw a triangle in box C.

Draw a zig-zag in box L.

Draw a sad face in box A.

Draw an X in box O.

Draw an orange sun in box D.

Draw a red circle in box B.

Draw a tree in box K.

Draw a green circle in box H.

Draw a gray cloud in box J.

Draw a happy face in box E.

Draw a flower in box F.

APPENDIX C (continued)

Listening Assessment Student Worksheet

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O

APPENDIX D

Direct Instruction Lesson Plan
Listening Attentively

Objective: Students will be able to identify characteristics of listening attentively.

Materials: Butcher paper

Hook: Teachers ask two students, one speaker and one listener, to come to the front of the room so everyone can see them. The two students will role-play a typical conversation. Before the conversation the teacher pulls aside the speaker and asks him to talk about an interesting place he went to or something fun he did recently. Teacher will also pull aside the listener and ask him to not listen to the speaker, in other words demonstrate inattentive listening. The other students in the room will observe the conversation carefully.

Teach: Teacher asks the speaker how he felt about the conversation. The class will use a T-chart to list what non-listening sounded like and looked like. The teacher will record student responses on the butcher paper T-chart. Some characteristics of non-listening are listed on the T-chart below.

T-Chart: Non-Listening

Sounds Like	Looks Like
Tapping pencil	Fidgeting
Saying “uh-huh” a lot	Looking down
Sighing	Turning away
“What’s for lunch today?”	Not facing the speaker

The teacher will then have two more students demonstrate good listening skills in front of the class. Once again the speaker will talk about an interesting place or something fun he did recently. The listener will demonstrate attentive listening skills. The other students in the room will observe the conversation carefully. Following the discussion the class will use a T-chart to list what attentive listening sounds like and looks like. The teacher will record student responses on the butcher paper T-chart. Some characteristics of attentive listening are listed on the T-chart below.

T-Chart: Attentive Listening

Sounds Like	Looks Like
“Tell me that again”	Nodding
“I know what you mean”	Eyes on the speaker
“Tell me more”	Sit facing the speaker
“That’s a good idea”	Smiling
“What your saying is . . .”	Hands and feet are still

APPENDIX E

Modeling Lesson Plan
Listening Attentively

Objective: Students will be able to identify the characteristics of listening attentively.

Materials: Attentive listening T-chart

Procedure:

Name the behavior

- We will be practicing how to listen attentively when others are speaking.
- Let's look at the T-chart we created to review what listening attentively looks and sounds like.

Demonstrate the behavior

- I am going to demonstrate for you what it looks and sounds like to listen attentively. While I am showing you what it looks and sounds like, please make sure you are watching what I am doing because I am going to ask you questions after I am done.
- Teacher will sit quietly, make eye contact with the speaker, nod head, and ask clarifying questions while someone else is speaking.

Ask students what they notice

- Let's talk about what you saw.
- Teacher will lead the students in a discussion on the positive and negative things they saw the teacher did while she was listening.

Ask for student volunteers to demonstrate the behavior

- Now that we have talked about listening attentively, who would like to demonstrate for the class how they would be attentive listener?
- Teacher calls on two to three children to demonstrate for the class what listening attentively looks and sounds like.

APPENDIX F

Role Playing Lesson Plan
Listening Attentively

Objective: Students will be able to demonstrate and practice listening attentively.

Materials: Attentive Listening T-chart

Activate prior knowledge: Review what attentive listening looks like and sounds like using previously made Attentive Listening T-chart.

Procedures: Students will participate in a Round Robin Listening Circle. Teacher will assign three students to a group. The roles will rotate so that each student gets a turn to be the speaker, the listener, and the observer. The teacher will assign a topic for the speaker to speak about, for example what I did this weekend. Speaker will be given 3 minutes to discuss the topic with the listener. The listener will practice good listening skills listed on the T-chart. After the 3 minutes the observer will share what he saw and heard the listener doing form the T-chart. The roles then rotate and the same procedure is used. Each student in the group will be given the opportunity to participate in each role. Teacher will observe the groups as they practice attentive listening. Teacher will recognize positive behaviors observed and encourage all students to continue practicing the skills.

Wrap-up: To reinforce the attentive listening skills they saw and heard each group will share one positive thing they saw happen in their group. The class will add any new behaviors to the Attentive Listening T-chart.